

Hallaton CE Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023-4 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the affect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hallaton Primary School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-6
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Stevens
Pupil premium lead	Claire Stevens
Governor lead	Ali Rutherford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13095
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 13095

Part A: Pupil premium strategy plan

Statement of intent

The main aim of our Pupil Premium spending is to ensure that disadvantaged pupils are provided with effective teaching and support, which allows them all to make good or better progress and narrow the attainment gap. Some of our pupils may not be at the expected standard for their age which impacts on their ability to access the curriculum effectively.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Other barriers for some of our pupils may include financial constraints in accessing a wide range of cultural experience. Additionally, we are keen to monitor pupil well-being and ensure that emotional support is provided, (73% of our pupils are asylum seekers) as we are aware that emotional difficulties can impact on a child's academic progress.

To ensure we are effective we will:

- ensure disadvantaged pupils are included in all learning and challenged in the work that they're set
- our curriculum well-being needs of all disadvantaged pupils are met ensuring they are ready for learning
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Detail of challenge
1	Phonics and speech and language development. Pupils are entering school with more speech and language difficulties as well as being less prepared for school. This has an impact of their ability to communicate their learning and effectively write about their knowledge in all areas of the curriculum
2	Mapping out an inclusive whole school curriculum that prepares the children for life beyond our small village school. Our aim is to ensure that time, CPD and access to supportive groups and resources are available to ensure leaders have the capacity to map out and monitor an inclusive whole school curriculum.
3	Individual learning barriers. Over a third of our disadvantaged students also have additional SEND needs. (e.g. Autism, ADHD)
4	Social/Emotional/Mental Health needs

	SEMH issues (e.g. Trauma, attachment, anger management and low self-esteem) for many of our pupils eligible for PP are having a detrimental effect on their learning and academic progress as they aren't always 'ready to learn'.
5	Expectations and challenge for pupils needs to be consistently high for all pupils.
6	Wider opportunities to participate in learning beyond the school day Most of our PP eligible pupils have less opportunity to participate in learning beyond the school day e.g. after school clubs

Intended outcomes

Intended outcome	Success criteria
<ul style="list-style-type: none"> Quality first teaching is evident in all areas of the school and improves the attainment of all pupils. Developing the highest quality EYFS provision with a focus on activities to stretch and challenge the children. A consistent culture of high expectations for teaching and learning in all subjects Good assessment for learning ensures highly focused learning opportunities To put the teaching of reading as a central school aim throughout the broader curriculum, as reading and word study improves the attainment and well being of disadvantaged pupils. 	Good or outstanding teaching across the whole school means that all pupils make good progress from their starting points.
<ul style="list-style-type: none"> To develop and embed a knowledge rich curriculum that links learning for pupils in a sequential manner, with retrieval opportunities to ensure the learning happens and children retain their knowledge 	All pupils have access to a well-planned, knowledge rich curriculum which broadens their horizons beyond our small community and they are able to retain and articulate their learning.
<ul style="list-style-type: none"> To develop and embed a curriculum which supports high levels of pupil wellbeing, self-confidence and enables all pupils to take part. 	All pupils will have access to the same enrichment experiences as their peers

Activity in this academic year

Teaching

Budgeted cost: £5900

Activity	Evidence that supports this approach	Challenge number(s) addressed

CPD focused on high expectations & challenge across the curriculum	“If you’re going to do something, I believe, you should do it well. You should sweat over it and make sure it’s strong and accurate and beautiful and you should be proud of it” Ron Berger	1, 2,3,5
Working with our cluster schools and LearnAT in subject teams to raise expectations and share best practise	Collaboration among teachers is a force that positively influences the whole school community. <u>DuFour et al. (2005)</u> “The evidence points to a number of positive consequences of inter-school collaboration in relation to impacts upon students, teachers, school improvement and organisational efficiency” Effective school partnerships and collaboration for school improvement: a review of the evidence 2015	2,5
Precision training (Support staff)	Small group tuition has an average impact of four months’ additional progress over the course of a year.	1, 3
Focussed CPD for improvement in the quality of teaching and pupil attainment	As the <u>DfE’s Standard for Teachers’ Professional Development</u> straightforwardly puts it, ‘effective professional development for teachers is a core part of securing effective teaching.’ In the words of Dylan Wiliam, ‘every teacher needs to improve, not because they are not good enough, but because they can be even better.’	2,5
Lesson study/teaching partners to improve teaching and ensure all pupils are being challenged	A 2014 systematic review (Wai Ming Cheung, 2014) looked across 9 quantitative studies and concluded that Lesson Study and Learning Study appear to be beneficial to student outcomes. Teacher Development Trust	2,3,5
Purchase of White Rose Curriculum for maths to enable all children to access the curriculum and be challenged. To support CPD on the mastery approach	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Education Endowment Foundation	2, 5

Targeted academic support

Budgeted cost: £ 2, 195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups based on precision teaching	Small group tuition has an average impact of four months’ additional progress over the course of a year.	1, 3

Classroom support for pupils to access learning	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1,2,3,5
Emotional Literacy Support	ELSA weekly support. Group and 1:1 weekly sessions targeted at social and emotional well being South Leicestershire and Rutland School Sports Partnership - Emotional Literacy course for Year 3 and Physical Literacy Course for Year 1	4

Wider strategies

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils to engage in the whole curriculum (trips, swimming afterschool clubs, uniform etc.)	Support for non-academic issues that impact success in school, such as attendance, behaviour, and social and emotional challenges. For example: <ul style="list-style-type: none"> • After school clubs including sport, drama, cooking • counselling to support emotional health and wellbeing • help with the cost of educational trips or visits DFE guidance	4,5,6

Total budgeted cost: £ 13, 095

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress in Reading, Writing and Mathematics.

Disadvantaged pupils maintain at least the standard of achievement they achieved the previous year
Pupil Premium children closely tracked; termly assessment trackers and Pupil Progress Meetings. Most made expected progress with the exception of maths, where a small minority did not achieve ARE despite having extra intervention and support in the classroom - this will continue to be a focus of next year to ensure there is a clear sequence of Maths lessons which is inclusive and challenging.

Pupils and families with identified SEMH needs are well supported by school staff so that needs are removed or alleviated.

Two members of staff trained as ELSA's and ELSA support room set up as well as a weekly targeted programme.

School link to Homestart and Playful Families Project.

South Leicestershire and Rutland School Sports Partnership delivered Emotional and Physical Literacy programmes for 10 weeks in school.

Improved attitudes to learning and 'ready to learn' strategies e.g. Sensory Circuits

Sensory circuits and brain breaks factored into daily timetable for classes that need it. Focus tools available for children in need of sensory strategies to be ready to learn.

School will deliver an engaging, broad and varied curriculum

Whole school mapped creative curriculum is still in progress but positive feedback from Ofsted for subjects already sequenced "Leaders have developed a structured curriculum...Where subjects have been well developed, teachers make clear links with prior learning. For example, in history, teachers ensured that pupils recalled learning from Year 4 about the War of the Roses before starting a unit on King Richard III in Year 6. As a consequence, pupils' depth of knowledge was strong."

To improve phonics and reading outcomes for disadvantaged pupils, including enriched understanding and use of a wide range of vocabulary.

Year 1 Phonics was 100% pass rate and Year 2 SATS reading all achieved ARE. Twinkl Phonics programme and interventions used to address gaps in attainment.

To improve attendance for a minority group of children to ensure both academic and social success.

Attendance has been closely monitored and tracked and whole school attendance has increased slightly from 93% to 94%. Before and after school clubs have been offered and a new Attendance Policy introduced. This will continue to be a focus next year.

Externally provided programmes

Programme	Provider
ELSA Training programme	Leicestershire Psychology Services
Emotional and Physical Literacy Support	South Leicestershire and Rutland School Sports Partnership
Playful Families Project and support worker	Homestart

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A